

**TLTR Regional Meeting
November 15, 2013
Egan 115 and audio**

In attendance: Lee Graham, Kimberly Schulte, Andrew McDonough, Diana Collins, Bethany Wilkes, Gabriel Wechter, Maren Haavig – Anselm, Maureen O’Halloran, Jill Hanson, Susie Feero, Marnie Chapman, Jon Martin, John Long, Ann Spehar, Robin Gilcrist and Carol Hedlin.

Helpdesk update: Academic technology has 4 vacancies – 8 positions total. There is one person in the evening who is doing both deliveries and staffing the helpdesk. Two student workers are currently being trained.

TLTR makes the following recommendation concerning helpdesk staffing:

We would like to recommend that the helpdesk is staffed at least at historic levels and possibly increased in order to facilitate distance students, faculty and classroom experiences.. This support is particularly important while synchronous distance classes are in session according to the current distance schedule. In addition, as issues are identified, TLTR would request these issues are documented and communicated to faculty, staff and students. We recommend that the current open positions be filled as quickly as possible.

Sitka TLTR provided their comments and suggestions concerning the Strategic Planning Document circulated by the Provost. After some discussion TLTR agreed to support this document and the chair will send that document to the Provost. (See the sent document attached).

Discussion of Sloan-C streaming conference. The group will look for a date in January during which selected presentations could be screened on-campus. Individual members of TLTR will “host” these sessions, leading activities and discussions both before and after the sessions.

Items to be aware of:

- Be certain there are enough licenses for numerous people to screen videos
- Be certain that we cross-connect from Juneau to Sitka and Ketchikan
- Is there some sort of give-away that might be coordinated? To encourage participation? Lee will discuss with Rick.

Update on Peer Review Process:

The process is moving forward. Kathy Baldwin is discussing a session for Spring Convocation during which faculty may come and hear about the Peer Review process as it currently stands, and may ask questions. All three campuses are now represented in the Peer Review process.

Prioritizing Goals:

Priority 1: Explore and recommend means for assisting faculty in effectively working in online learning environments with limited bandwidth availability. (Finish the letter addressing bandwidth).

Priority 2: Explore and recommend specific uses of technology to reduce instances of academic dishonesty.

Priority 3: Explore and recommend mechanisms and techniques to assist post-secondary students gaining information literacy (emphasis on proper citation of resources and the implications of remixing, reusing and recycling information).

Priority 4: (Ongoing) Engage more UAS faculty in the conversation concerning the Peer Review Process.

- Through the Sloan-C Streaming Conference
- Through publicizing presentations made by the Peer Review Group

Priority 5: Significantly contribute to the development of a community of practice for online teaching.

- Sloan-C Streaming Conference
- Periodic updates from the helpdesk for publicizing to faculty and staff

Items left for the next meeting:

- Uniform Platform for WebMeeting (BB Connect/Collaborate or Adobe Connect)
- VoiceThread/Google Docs
- Fair Warning Use (technology – social media)
- Blackboard opening up in UAS Online frame

Next meeting: December 5, 2013, 10:00 – 11:30 Chancellor's Conference Room

Comments and Recommendations from UAS TLTR (Sitka, Ketchikan and Juneau)

Shaping Alaska's Future (SDI)

One of the concerns from the UAS **TLTR** (Teaching and Learning Technology Roundtable) is that, although the introduction and community input (Part 1 and 2 of the document "Shaping Alaska's Future" DRAFT dated October 22, 2013) includes discussion of technology infrastructure and eLearning needs (see background notes below), this is not carried over into Part 4 (Themes, Issues, and Effects).

Part 4 needs to be revised to give sufficient weight to eLearning, online student services and the infrastructure needed to support both.

Examples from Part 4:

Language of the document does not include eLearning in the Themes, Issues and Effects (Part 4)

e.g., Theme 5, Issue D - World class service at the counter as well as world class teaching in in the classroom have to be the foundations upon which UA's growing reputation for institutional excellence depends.

This is one example of how the language of the document focuses on physical classrooms and campuses - student service and teaching in eLearning is an important and growing part of UA

This could be reworded as

"World class student service, whether at the counter or technology mediated, and world class teaching, whether in the classroom or through eLearning, have to be the foundations upon which UA's growing reputation for institutional excellence depends."

Infrastructure needs for eLearning are not included

e.g., Theme 5, Issue C - Optimize the use of floor space, capacity, and scheduling time to use facilities more efficiently.

Again emphasis is on physical spaces and room scheduling - there needs to also be a comprehensive plan to make sure that the technology infrastructure and support is in place for eLearning.

Implied but not stated - need for improvement of online student services.

e.g., Theme 1, Issue B "See UA through students eyes" "Remove the student "hassle factor" ...

Online student services (e.g., registration through UA Online) are designed from a "back end" database point of view - not from a user-interface point of view. Services not only need to be unified, but designed for usability.

Missing from the document - need for training and professional development for faculty

Amid the calls for excellence and world class performance, we missed mention of training and professional development of faculty - including training and support for design and delivery of eLearning courses and ongoing training and support for use of technology.

Background - Inclusion of technology/eLearning issues in Part 1:

Some discussion of eLearning and technology from introductory sections (emphasis ours):

"We intend to employ readily available technology to help open expeditious pathways for our *many categories of students* to move *both physically and virtually* throughout the UA system to meet their attainment goals as quickly and affordably as possible without sacrificing learning quality or value." (p7)

“Students want choices and flexibility. They want **expanded eLearning opportunities** and custom course offerings that allow for family schedules commonly required by our **“non-traditional” working students**. To that end we are looking at more non-traditional classroom hours, **supported by universal internet access and broadband upgrades.**” (p8)

“Off the grid students desperately need access to high data rates that can enable the latest software applications, **regardless of where they live in Alaska.**” (p8)

“The university has an obligation to maintain the best environment we can for student success, upgraded regularly at a rate commensurate with the high tempo development of their commercial personal technology, and with the expected tempo of the business and scientific advances we are teaching them about in the classroom.” (pp. 8-9)